MEMORANDUM

Date: March 31, 2017

To: Natasha Baker, State School Reform/Redesign Officer

State School Reform/Redesign Office

From: Gary Jensen, Chief Executive Officer

East Detroit Public School Group

Subject: 3rd Quarterly Report to the State School Reform/Redesign Officer

Overview

Pursuant with Section 2.2 of the <u>Agreement for Chief Executive Officer Services</u> signed on June 16, 2016, this, the third quarterly report for the 2015-2016 school year, includes information and data that has been collected and analyzed is from January 1, 2017 – March 31, 2017.

Teaching and Learning

Following the December 19, 2016 court hearing related to East Detroit Public School's legal challenge to my authority as CEO (outlined in 1st and 2nd Quarterly Reports), the leadership and legal counsel of East Detroit Public Schools (EDPS) were compelled to allow me to observe classroom instruction within the four schools that are under my authority (i.e., Bellview Elementary, Pleasantview Elementary, Kelly Middle, and East Detroit High School). The court set forth clear guidelines regarding the number of times I was able to visit particular classrooms, and the number of classrooms I was able to visit per day, per school. The court order also stipulated that the classroom visits were to be scheduled in advance and were to be strictly non-evaluative.

After creating a schedule compliant with the court requirements, I was able to begin visiting classrooms to watch instruction in the four EDPS CEO schools. However, on January 20, 2017, the School Reform/Redesign Office made an announcement removing Bellview Elementary, Pleasantview Elementary and East Detroit High School from the Priority Schools list. Therefore, I focused my classroom visits at Kelly Middle School. I periodically discussed my classroom visits with Dr. McLeod who stated that he subsequently would share the notes from my visits with the teachers.

I have included below an overview of my initial conclusions and the eventual classroom visits that I was able to conduct related to the status of teaching and learning at Kelly Middle School.

- Teaching and learning is taking place daily.
- The core academic and operational components of a school that is affecting an academic turnaround are in place.
- Special Education team seems to have a solid grasp on what it is that their students need and use classroom and assessment data to target instruction for their students.
- School culture speaks to isolation. Many of the classroom doors are closed and there is little evidence of collaboration.
- Substitute teachers are playing a role in core curriculum delivery. This makes it very difficult to ensure instructional continuity, and maintain expectations for students.
- There are too many interruptions to the instructional periods. Announcements using the Public Address System should only be made during an instructional period in an emergency.
- There was not enough academic writing incorporated into the instructional process. There is a prevalent use of "photo copied" materials/worksheets throughout the school.

- Students did not demonstrate an understanding of acceptable behavior during transition times. There should be established norms for how students are expected to behave during transition time.
- The PBIS program is being implemented with minimal effectiveness. "Gold slips (PBIS Rewards)" can frequently be found on the hallway floors. This is a clear indication that students don't find the reward valuable.
- The adult presence needs to be increased throughout the school. Available support staff should continue to establish "mobile offices" in hallways and on the second floor of the building.
- The lack of clear transition protocols negatively impacts the instructional period as teachers frequently spend 5-10 minutes trying to gain control of their classroom following a class change.

Based on my classroom visits, I am confident that Kelly Middle School's academic performance on the 2017 annual state assessment will improve. I have drafted a series of academic and operational goals that are aimed at ensuring that Kelly Middle School's achievement on the annual state assessment results in their release form Priority Status.

- Student Attendance Goals for 2016-2017
 - Kelly Middle School will demonstrate an attendance rate of 92% by reducing the number of chronically absent students by 10%.
- Student Behavior Goals for 2016-2017
 - Kelly Middle School will demonstrate an overall 10% decrease in out of school suspensions compared to the 2015-2016 school year. (Number TBD)
- Personnel Management Goals for 2016-2017
 - Kelly Middle School will work to retain 90% of staff that begins teaching second semester of the school year 2016-2017.
- Academic Goals for 2016-2017
 - Kelly Middle School will demonstrate a proficiency rate of 22% on Science standards by 7/1/17 as measured by the M-Step state assessment.
 - Kelly Middle School will demonstrate a proficiency rate of 27% on Social Studies standards by 7/1/17 as measured by the M-Step state assessment.
 - Kelly Middle School will demonstrate a proficiency rate of 32% on Math standards by 7/1/17 as measured by the M-Step state assessment.
 - Kelly Middle School will demonstrate a proficiency rate of 46% on the ELA standards by 7/1/17 as measured by the M-Step state assessment

Recommendations

On January 20, 2017, the Michigan Department of Education released the 2015-2016 student assessment data for 4 EDPS Priority Schools that were placed under my authority. Analysis of this data, along with the detailed understanding of the academic and operational realties at each EDPS site, allowed me to make the following recommendations to the SRO regarding next steps for Bellview Elementary School, Pleasantview Elementary School, Kelly Middle School and East Detroit High School.

Recommendation: Bellview Elementary School

Bellview Elementary School meets the SRO's published criteria for Release from Priority status. My recommendation, as CEO is to release Bellview Elementary School from Priority Identification and CEO oversight effective immediately. It is very important to note that the Principal Leadership in this building is and will be paramount to their continued success. The current Principal is a change leader and has grown the staff into a visibly productive team of educators.

Recommendation: Pleasantview Elementary School

Pleasantview Elementary School meets the SRO's published criteria for Release from Priority status. My recommendation, as CEO is to release Pleasantview Elementary School from Priority Identification and CEO oversight effective immediately. The current Principal is a past educator in the building and appears to have a quality understanding of the building and the processes to continue an upward trend in student proficiency.

Recommendation: Kelly Middle School

Kelly Middle School has not progressed enough to meet the SRO's published criteria for Release from Priority status. However, my observations of the instruction taking place at Kelly Middle School shows that East Detroit Public Schools is implementing their reform plan. My recommendation, as CEO is to allow for Kelly Middle School to continue operation with their current reform/redesign plan through the end of the 2018-2019 school year. This will allow for the student achievement data from the current 2016-2017 year to be reviewed and one more year for opportunity during the 2017-2018 school year to fully implement changes and administer the state assessment in the spring. Should Kelly Middle School meet the criteria for release from priority status on the September 1, 2018 date, my recommendation would be that they are released from Priority status. If the 2017-2018 student achievement data does not demonstrate that Kelly Middle School has made enough progress to qualify for release from Priority Status, my recommendation would be that the school held to the next level of accountability by June 30, 2019.

Recommendation: East Detroit High School

East Detroit High School meets the SRO's published criteria for Release from Priority status. My recommendation, as CEO is to release East Detroit High School from Priority Identification and CEO oversight effective immediately. It is very important to note that the Principal Leadership in this building is and will be paramount to their continued success. The current Principal is a change leader and has made visible changes for students and staff.

Conclusion

I am recommending to the School Reform/Redesign office to immediately remove the CEO from East Detroit Public Schools. The district should continue to implement the Reform/Redesign plan for Kelly Middle School, based on their future student achievement and overall culture of the building.

Sincerely,

Gary Jensen, CEO

East Detroit Public School Group

Lary Chris